

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: University Heights Charter School	School: University Heights Charter School
Chief School Administrator: Misha Simmonds	Address: 74 Hartford St & 66-78 Morris Ave
Chief School Administrator's E-mail: msimmonds@uhcs-newark.org	Grade Levels: PreK-8
Title I Contact: Misha Simmonds	Lower School Principal: Maria Picone (PreK-2) Upper School Principal: Nikki Jones (Grades 3-8)
Title I Contact E-mail: msimmonds@uhcs-newark.org	Lower School Principal's E-mail: mpicone@uhcs-newark.org Upper School Principal's E-Mail: njones@uhcs-newark.org
Title I Contact Phone Number: 973-623-1965	Principal's Phone Number: 973-623-1965

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Lower School (Grades PreK-2)

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Maria Picone

Principal's Name (Print)

Maria Picone

Principal's Signature

6-19-15

Date

Upper School (Grades 3-8)

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Nikki Jones

Principal's Name (Print)

Nikki Jones

Principal's Signature

6-19-15

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 6 (number) of stakeholder engagement meetings and attended 2 trainings.
- State/local funds to support the school were \$ 8,800,765 , which comprised 92 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 8,757,353 , which will comprise 94 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Paraprofessionals	3	Early Intervention	100-100 Other	\$449,374

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Brynn Abrahamson	Teacher	x	x	x	Brynn Abrahamson
Stephanie Powers	Teacher	x	x	x	Stephanie Powers
Ch. Uke Chris Vitale	Dean	x	x	x	Chris Vitale
Megan Gerity	Teacher	x	x	x	Megan Gerity
Karen C. Johnson	Administrative	x	x	x	Karen C. Johnson
Tonya Hughes	Parent	x	x	x	Tonya Hughes
Maria Preone	Administration	x	x	x	Maria Preone
Latoya Murray	Parent	x	x	x	Latoya Murray
Nicki Jones	Administration	x	x	x	Nicki Jones

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/10/2014	UHCS Lower School 74 Hartford St., Newark, NJ	Title I Parent Meeting	X		X	
11/26/2014	UHCS Upper School 66-78 Morris Ave, Newark, NJ	Assessment Data Evaluation	X		X	
5/14/2015	340 Central Ave New Providence NJ 07974	NCLB Training	X		X	
6/1/2015	UHCS Upper School 66-78 Morris Ave, Newark, NJ	Program Evaluation	X		X	
6/4/2015	UHCS Lower School 74 Hartford St., Newark, NJ	Comprehensive Needs Assessment	X		X	
6/11/2015	204 Grove Ave Cedar Grove NJ 07009	NCLB Application Workshop	X		X	
6/17/2015	UHCS Lower School 74 Hartford St., Newark NJ	Schoolwide Plan Development	X		X	
6/19/2015	UHCS Upper School 66-78 Morris Ave, Newark, NJ	Schoolwide Plan Development	X		X	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

School's Mission

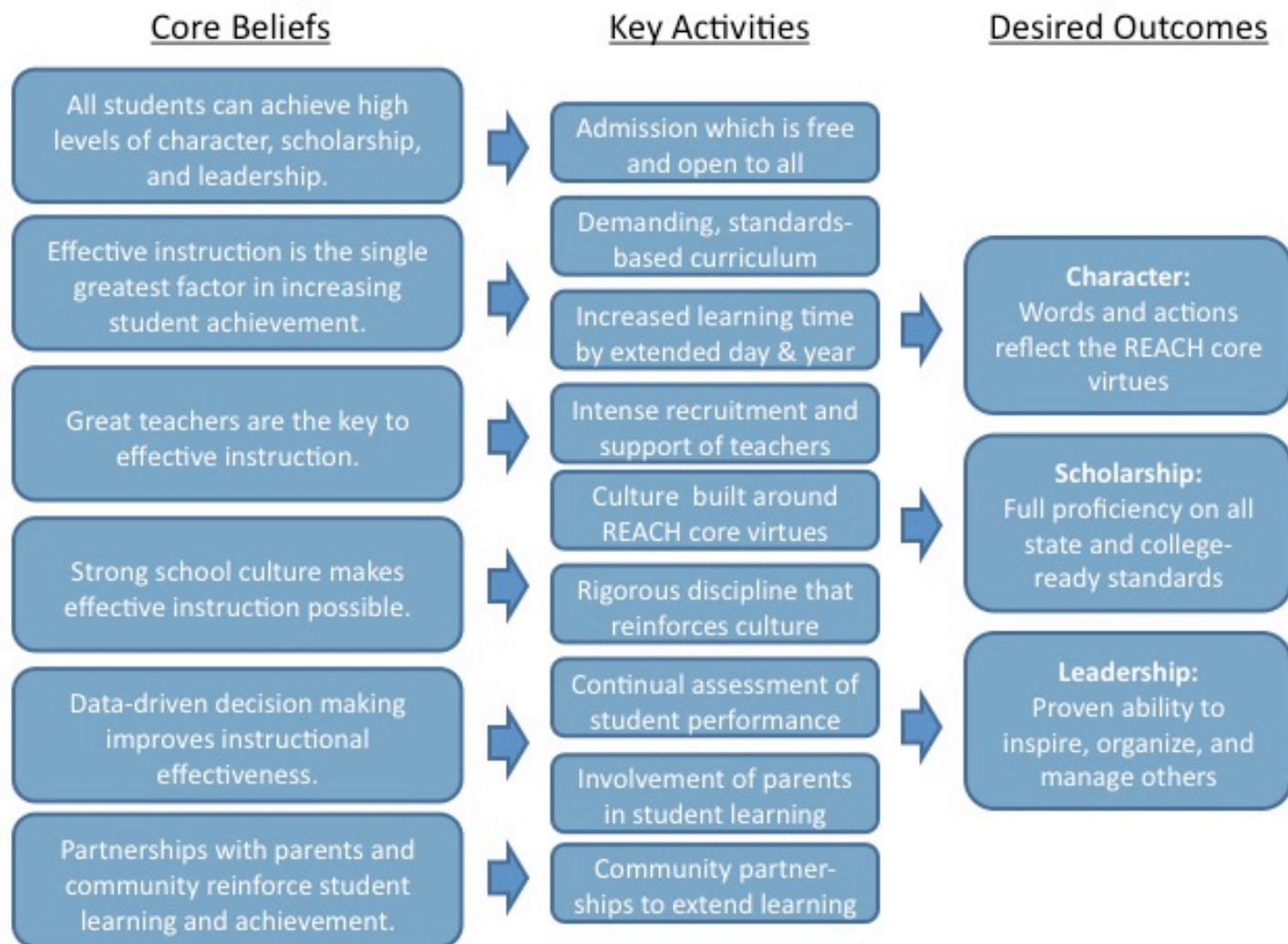
A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<p>Background University Heights Charter School (UHCS) is a free public charter school founded in 2006 in Newark, New Jersey.</p> <p>Our student population is 83% low income, 93% from Newark, and 100% minority (90% African American, 10% Hispanic). There is no entrance exam: enrollment is by random lottery. Last year there were over 4 applicants for every open seat.</p> <p>UHCS is now operating under its second 5-year charter, and has been approved for expansion to grades pre-school to grade 8. This Fall 2014, the school will serve all grades PreK-8 for the first time.</p> <p>Mission and Vision The mission of University Heights Charter School is to develop in each student the character, scholarship, and leadership necessary for success in life, college, and community:</p> <ul style="list-style-type: none">• Character: Words & actions that reflect our REACH core virtues.• Scholarship: 100% proficiency on all state & college-ready standards.• Leadership: Proven ability to inspire, organize & manage others. <p>Theory of Change Our theory of change describes the core beliefs that lead to the key strategic activities of our school that will generate the desired outcomes in the three areas targeted in the mission:</p>
--	--

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

University Heights Charter School Theory of Change



SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1. All students can achieve high levels of character, scholarship and leadership. Many people believe socioeconomic status, race, ethnicity, family composition, disability, or other factors can limit what children achieve. University Heights Charter School firmly rejects this notion. Our founders chose not to establish a private school or magnet school, where admission is selective but to be a public charter school where admission is open to all. Our student body, which is 100% minority and over 80% low income, is representative of our community as a whole. We serve a range of special education students with services ranging from targeted speech therapy to in-class support to special classrooms with very low student to teacher ratios. From the first day in kindergarten University Heights Charter School communicates a college-ready orientation to students. Children are referred to as scholars. Each classroom is named after a college, one of the alma maters of their teachers. In the call and response, children respond to “Where are you headed?” with “To the university of my choice.” Every child visits a college every year, from kindergarten through 8th grade.
2. Effective instruction is the single greatest factor in increasing student achievement. Because we believe all children can achieve at high levels, good teaching is the most important factor in determining whether every child does achieve at high levels. Therefore we invest significant resources and energy in raising the quality and amount of instruction scholars receive. Over 60% of our budget is spent directly on instruction. The curriculum for every student is aligned to New Jersey Core Curriculum Content Standards. UHCS is also committed to extending the time for instruction, with extended day and year initiatives that combined offer over 20% more learning time for students when compared with traditional district schools. Currently UHCS employs technology in many ways to support learning. All teachers are provided with MacBook laptops to improve planning, communication, coordination, and access to online materials. Students attend computer class every other day in an iMac computer lab, learning both computer-specific skills such as typing, online search, and using productivity software, as well as practicing core-curricular skills such as comprehension and calculation using learning software. In the upper grades, each classroom also employs interactive whiteboards to facilitate instruction and student interest. As the school adds upper grades, student use of technology will become more integrated.
3. Great teachers are the key to effective instruction. The impact of high quality curriculum and more learning time is only as strong as the quality of teachers delivering the instruction. This begins with recruitment of teachers. UHCS spends significant resources attracting and hiring the most highly qualified and certified teachers available. Over 400 applicants vied for 8 teacher openings this past year. Once teachers are hired we provide extensive support and professional development. In early elementary school, classes are taught by co-teachers whose strengths and expertise complement each other and provide a more comprehensive, differentiated education to students. Grade-level teams

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

meet weekly for professional development and implement initiatives to address challenges they identify. There are also content specific cross-grade teams for Combined Language Arts and Social Studies (CLASS), Science/Technology/Engineering/ Mathematics (STEM), and the Co-Curriculars (Spanish, music, technology, and physical education) which work to align curriculum school wide. Teacher teams have also formed to promote character development, strengthen technology use, support bilingual students, improve special education, and maximize the impact of Title I programs. Teams support professional development, with the “E6” goal of “Every Educator Engages in Effective learning Everyday so Every student achieves.” The school pairs more experienced teachers with newer teachers to support constant professional development through peer coaching for both members. Newer teachers benefit from the wisdom and experience of veteran educators. In turn, newer teachers challenge veterans with the new ideas and new energy they bring from their training. This model also ensures no rookie teacher is placed in a classroom alone, mitigating the risk of a poor career start due to lack of support.

4. Strong school culture makes effective instruction possible. Good instruction can be thwarted by a culture of low expectations and lack of discipline. Therefore University Heights Charter School places emphasis on building a strong school culture. This begins with a student and parent orientation for new students where they learn our expectations, policies and procedures, and we mutually commit to abiding by them. All students wear uniforms to demonstrate school pride and avoid divisions caused by wearing different clothes. Character education revolves around our REACH core virtues of Respect-Excellence-Accountability-Caring-Honesty. Discipline is strictly enforced through a system of rewards and consequences. Weekly advisory groups gives students a chance to discuss their challenges, solve problems, and set and track progress toward goals.
5. Data-driven decision-making improves instructional effectiveness. Teaching has not happened if students have not learned, and the only way to determine that is through assessment. Based on the results, teachers can then adjust and extend instruction to ensure maximum learning has taken place. UHCS employs a multitude of formal and informal assessments to track student progress and adjust instruction. In particular, UHCS partners with other New Jersey charter schools in quarterly assessments for designed and scored by the Achievement Network, a nonprofit that provides tools and support for urban, low-income schools to close the achievement gap. The assessments are aligned to the New Jersey Core Content Standards and the NJASK. Each assessment targets specific standards that are part of the NJASK assessment. Teachers receive results within several days and write action plans to remediate students based on their academic needs. Teachers then reteach necessary topics using different strategies and reassess students to ensure they make progress towards full proficiency.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- | | |
|--|--|
| | <p>6. Partnerships with parents & community reinforce student learning and achievement. University Heights recognizes that parents are the primary teachers of students, and therefore seeks their partnership in every way possible. This includes regular parent meetings and workshops through our Parent University program. The school also seeks community partnerships to enhance the school's education program. Key local partners include Bethany Baptist Church, Big Brothers/Big Sisters, and the Newark Arts Council. Key national partners include Teach for America, New Leaders for New Schools, Schools that Can, and Education Pioneers. We are working to build even more partnerships in the future.</p> |
|--|--|

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Evaluation of 2014-2015 Schoolwide Program * **(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1. Did the school implement the program as planned? Yes, the school implemented:

- New Classrooms Teach-to-One blended learning model to address the wide range of student performance in math.
- Tiered efforts intended to increase attendance: prevention, followed by early, targeted, and legal interventions.
- Paraprofessional support instruction in all Common Core State Standards.

2. What were the strengths of the implementation process?

- Paraprofessionals had strong training, provided much needed support, and helped struggling students
- Interventions on attendance were much more consistent with improved follow-through.

3. What implementation challenges and barriers did the school encounter?

- Despite extra support, improved staffing, and better facilities, the Teach-to-One program, particularly its use of a large open lab with personal computers to personalize learning and maximize flexible grouping, proved very difficult to manage and sustain. Mid-year assessment results showed less than expected gains. Modifications were made to address issues but none fully satisfied concerns, and the program will not be continued next year.
- While attendance interventions were much more consistent with improved follow-through, the legal process for extreme cases continued to be lengthy and ineffective.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- a. *New Classrooms Teach-to-One blended learning model:* Initial professional development, reliability and effectiveness of technology, and quality of content were all strengths of the program. Classroom management, behavior and motivation of students, and communication with parents proved the most challenging.
- b. *Tiered efforts intended to increase attendance:* Initial interventions, including notification of increasing absences, one-on-one meetings, and action planning were fairly effective. Follow-through with chronic absenteeism, including use of legal intervention for extreme cases, was not effective.
- c. *Paraprofessional support of instruction standards:* Initially paraprofessionals did not have specialized professional development, and there wasn't full clarity on their roles vis-à-vis lead teachers. This improved through administration interventions and training over time, but is still something to work on.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

- Professional development was held for 3 weeks in the summer and periodically through the year to support staff.
- Back-to-School Night, other parent nights including a Teach-to-One Night, meetings, and parent memos were used to connect to parents.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

- The school uses regular staff surveys, including one after summer professional development, 2 in the fall, and 2 in the spring to measure staff perceptions.
- Overall, staff thought professional development was more effective, attendance interventions were more effective, and found the support of paraprofessionals helpful but were disappointed in the Teach-to-One math program and wanted more math support.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

- The school gets community feedback at board meetings, parent meetings, and in our annual parent survey. They generally rate the school performance very high but were concerned about the math program.
- We also get feedback through the enrollment process and measurement of demand. Over 1,500 students applied for 125 spots at our school this spring, the highest demand ever.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

- *New Classrooms Teach-to-One blended learning model:* uses resources from multiple classrooms, combined into one open space, to give each student a targeted, individualized learning experience with instruction delivered to them at the right academic level, using the most suitable instructional format (called “modalities”).
- *Tiered efforts intended to increase attendance:* This was primarily delivered with one-on-one meetings with parents.
- *Paraprofessional support of instruction tandards:* In lower grades, paraprofessionals were assigned a single classroom of students. In upper grades, they were assigned a single grade or subject and supported the highest need students.

9. How did the school structure the interventions?

- *New Classrooms Teach-to-One blended learning model:* uses resources from multiple classrooms, combined into one open space, to give each student a targeted, individualized learning experience with instruction delivered to them at the right academic level, using the most suitable instructional format (called “modalities”).
- *Tiered efforts intended to increase attendance:* This was primarily delivered with one-on-one meetings with parents.
- *Paraprofessional support of instruction:* In lower grades, paraprofessionals were assigned a single classroom of students. In upper grades, they were assigned a single grade or subject and supported the highest need students.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

10. How frequently did students receive instructional interventions?

- *New Classrooms Teach-to-One blended learning model:* Daily classroom sessions.
- *Tiered efforts intended to increase attendance:* As needed when attendance became a problem.
- *Paraprofessional support of instruction:* Daily in classrooms.

11. What technologies did the school use to support the program?

- *New Classrooms Teach-to-One blended learning model:* This program relied heavily on technology with one-to-one laptops, use of iPads, and server delivered content.
- *Tiered efforts intended to increase attendance:* Powerschool database tracked attendance and interventions.
- *Paraprofessional support of instruction:* Each paraprofessional had a personal laptop which they used to access lesson plans so they could best support the teacher, to communicate with teachers, and to access content for students

12. Did the technology contribute to the success of the program and, if so, how?

- a. *New Classrooms Teach-to-One blended learning model:* Technology was effective in delivering personalized content and engaging student. It also provided much useful data to teachers.
- b. *Tiered efforts intended to increase attendance:* Powerschool was an essential tool to track attendance and interventions.
- c. *Paraprofessional support of instruction:* Without their laptops, paraprofessionals would have had much less timely access to information they needed to maximize support in the classroom.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015*	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	58%	n/a	Paraprofessional Small Group Support Afterschool Study Hall	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 5	53%	n/a	Paraprofessional Small Group Support Afterschool Study Hall	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 6	40%	n/a	Paraprofessional Small Group Support Afterschool Study Hall	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 7**	40%	n/a	Paraprofessional Small Group Support Afterschool Study Hall	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 8**	n/a	n/a	Paraprofessional Small Group Support Afterschool Study Hall	Cannot determine yet because 14-15 results not available until Fall 2015.

Mathematics	2013-2014	2014-2015*	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	31%	n/a	Paraprofessional Small Group Support Afterschool Study Hall	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 5	24%	n/a	Paraprofessional Small Group Support Afterschool Study Hall	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 6	31%	n/a	Teach-to-One Personalized Learning Program	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 7	35%	n/a	Teach-to-One Personalized Learning Program	Cannot determine yet because 14-15 results not available until Fall 2015.
Grade 8**	n/a	n/a	Teach-to-One Personalized Learning Program	Cannot determine yet because 14-15 results not available until Fall 2015.

*State assessment results from the new PARCC assessment administered in 14-15 are not expected to be available until Fall 2015.

**Grade 8 was not added to the school until 2014/2015

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.
Kindergarten*	23%	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.
Grade 1*	50%	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.
Grade 2*	43%	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.
Kindergarten*	35%	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.
Grade 1*	58%	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.
Grade 2*	35%	n/a	Paraprofessional Small Group Support	Cannot determine yet because 14-15 results not available until Summer 2015.

* Terra Nova Assessment

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes- No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<p>Sonday System: The Sonday System guides beginning reading, writing, and spelling instruction, reading intervention and is highly effective in the Response to Intervention model.</p> <p>The concepts and elements taught include: Phonological Awareness, Phonemic Awareness, Consonant and Vowel Sounds, Vowel Pairs, Consonant Blends and Diagraphs, R Controlled Vowels, Vowel Consonant-e, Compound Words, Non-Phonetic Words, Spelling, Rules for English Language, Reading/Writing Fluency, Vocabulary, and Comprehension.</p>	Yes	Quarterly progress on Sonday Assessments	<p>3rd grade: +7 instructional levels</p> <p>4th grade: +11 instructional levels</p> <p>5th grade: +8 instructional levels</p> <p>6th grade: +12 instructional levels</p> <p>7th grade: +11 instructional levels</p> <p>8th grade: +9 instructional levels</p>
Math	Students with Disabilities	Study Island: For special education students, Study Island is used as a self-paced curriculum that permits students to work through	Yes	Progress on Study Island	On average, in grades 3-8 there was an 11% increase between grade level readiness in mathematics between November and May as seen in the chart below. These assessments were differentiated based on the early

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes- No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		questions via a digital, standardized format and a gaming format. Students progress through Common Core Standards based on their ability to demonstrate proficiency on each individual strand.			diagnostic screening that each student took prior.
ELA	Homeless*	n/a	n/a	n/a	n/a
Math	Homeless*	n/a	n/a	n/a	n/a
ELA	Migrant*	n/a	n/a	n/a	n/a
Math	Migrant*	n/a	n/a	n/a	n/a
ELA	ELLs*	n/a	n/a	n/a	n/a
Math	ELLs*	n/a	n/a	n/a	n/a
ELA	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we did not implement any separate interventions for economically disadvantaged students.			
Math	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we did not implement any separate interventions for economically disadvantaged students.			

****Population either too small to be statistically significant or non-existent.***

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

None were implemented in 2014-2015.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Teachers trained in Sonday System	Yes	Quarterly progress on Sonday Assessments	3 rd grade: +7 instructional levels 4 th grade: +11 instructional levels 5 th grade: +8 instructional levels 6 th grade: +12 instructional levels 7 th grade: +11 instructional levels 8 th grade: +9 instructional levels
Math	Students with Disabilities	Teachers trained in study Island	Yes	Progress on Study Island	On average, in grades 3-8 there was an 11% increase between grade level readiness in mathematics between November and May as seen in the chart below. These assessments were differentiated based on the early diagnostic screening that each student took .
ELA	Homeless*				
Math	Homeless*				
ELA	Migrant*				
Math	Migrant*				
ELA	ELLs*				
Math	ELLs*				
ELA	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we did not implement any separate interventions for economically disadvantaged students.			
Math	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we did not implement any separate interventions for economically disadvantaged students.			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

**Population either too small to be statistically significant or non-existent.*

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	None	n/a	n/a	n/a
Math	Students with Disabilities	None	n/a	n/a	n/a
ELA	Homeless*				
Math	Homeless*				
ELA	Migrant*				
Math	Migrant*				
ELA	ELLs*				
Math	ELLs*				
ELA	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we did not implement any separate interventions for economically disadvantaged students.			
Math	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we did not implement any separate interventions for economically disadvantaged students.			

**Population either too small to be statistically significant or non-existent.*

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Lower School (Grades PreK-2)

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Maria Picone

Principal's Name (Print)

Maria Picone

Principal's Signature

6-19-15

Date

Upper School (Grades 3-8)

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Nikki Jones

Principal's Name (Print)

Nikki Jones

Principal's Signature

6-19-15

Date

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

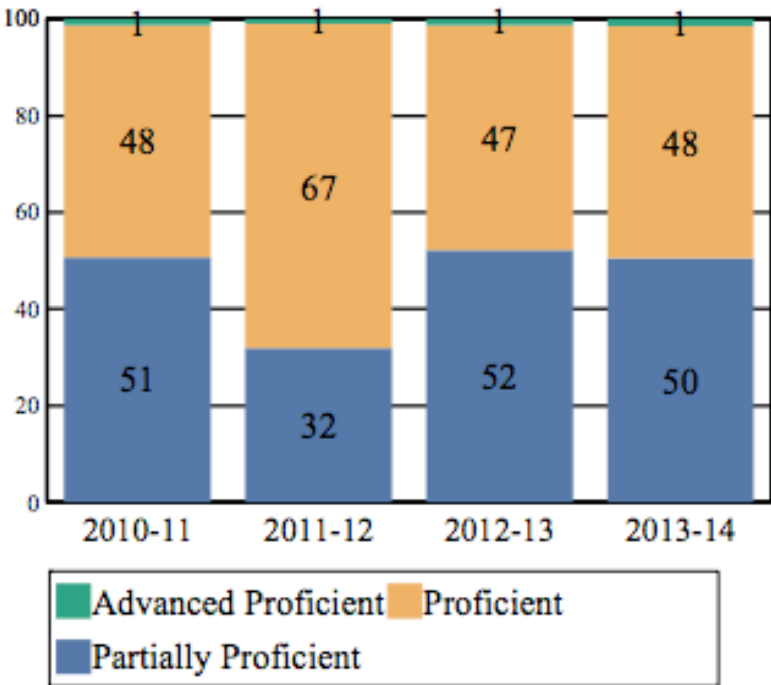
ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

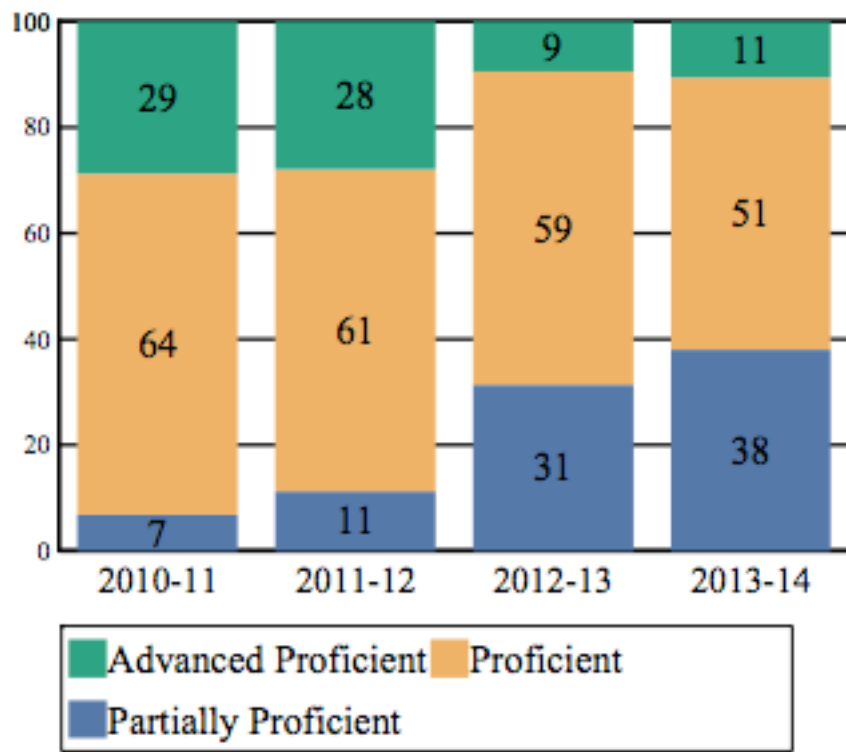
Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																				
Academic Achievement – Reading	STEP, NJASK, ANet, STAR, NJ Performance Report	<p>This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years. In 2013-2014, performance was consistent with 2012-2013 and 2010-2011.</p> <table><thead><tr><th>Year</th><th>Partially Proficient (%)</th><th>Proficient (%)</th><th>Advanced Proficient (%)</th></tr></thead><tbody><tr><td>2010-11</td><td>51</td><td>48</td><td>1</td></tr><tr><td>2011-12</td><td>32</td><td>67</td><td>1</td></tr><tr><td>2012-13</td><td>52</td><td>47</td><td>1</td></tr><tr><td>2013-14</td><td>50</td><td>48</td><td>1</td></tr></tbody></table>	Year	Partially Proficient (%)	Proficient (%)	Advanced Proficient (%)	2010-11	51	48	1	2011-12	32	67	1	2012-13	52	47	1	2013-14	50	48	1
Year	Partially Proficient (%)	Proficient (%)	Advanced Proficient (%)																			
2010-11	51	48	1																			
2011-12	32	67	1																			
2012-13	52	47	1																			
2013-14	50	48	1																			

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																				
Academic Achievement - Writing	NJASK, ANet, Portfolio	<p>This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years. In 2013-2014, performance was consistent with 2012-2013 and 2010-2011.</p>  <table data-bbox="554 453 1320 1133"><thead><tr><th>School Year</th><th>Advanced Proficient (%)</th><th>Proficient (%)</th><th>Partially Proficient (%)</th></tr></thead><tbody><tr><td>2010-11</td><td>1</td><td>48</td><td>51</td></tr><tr><td>2011-12</td><td>1</td><td>67</td><td>32</td></tr><tr><td>2012-13</td><td>1</td><td>47</td><td>52</td></tr><tr><td>2013-14</td><td>1</td><td>48</td><td>50</td></tr></tbody></table>	School Year	Advanced Proficient (%)	Proficient (%)	Partially Proficient (%)	2010-11	1	48	51	2011-12	1	67	32	2012-13	1	47	52	2013-14	1	48	50
School Year	Advanced Proficient (%)	Proficient (%)	Partially Proficient (%)																			
2010-11	1	48	51																			
2011-12	1	67	32																			
2012-13	1	47	52																			
2013-14	1	48	50																			

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																				
Academic Achievement - Mathematics	NJASK, ANet, MAP	<p>This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Mathematics assessment over the prior four years. In 2013-2014 performance declined.</p>  <table><thead><tr><th>School Year</th><th>Advanced Proficient (%)</th><th>Proficient (%)</th><th>Partially Proficient (%)</th></tr></thead><tbody><tr><td>2010-11</td><td>29</td><td>64</td><td>7</td></tr><tr><td>2011-12</td><td>28</td><td>61</td><td>11</td></tr><tr><td>2012-13</td><td>9</td><td>59</td><td>31</td></tr><tr><td>2013-14</td><td>11</td><td>51</td><td>38</td></tr></tbody></table>	School Year	Advanced Proficient (%)	Proficient (%)	Partially Proficient (%)	2010-11	29	64	7	2011-12	28	61	11	2012-13	9	59	31	2013-14	11	51	38
School Year	Advanced Proficient (%)	Proficient (%)	Partially Proficient (%)																			
2010-11	29	64	7																			
2011-12	28	61	11																			
2012-13	9	59	31																			
2013-14	11	51	38																			

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																							
Family and Community Engagement	Attendance, Survey, Focus Group	<table><tr><th>College and Career Readiness Indicators</th><th>School Performance</th><th>Peer Rank (Percentile)</th><th>Statewide Rank (Percentile)</th><th>Statewide Target</th><th>Met Target?</th></tr><tr><td>Chronic Absenteeism (%)</td><td>11%</td><td>55</td><td>18</td><td>6%</td><td>NO</td></tr><tr><td>Summary</td><td></td><td></td><td></td><td></td><td>0%</td></tr></table>						College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?	Chronic Absenteeism (%)	11%	55	18	6%	NO	Summary					0%
		College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?																		
		Chronic Absenteeism (%)	11%	55	18	6%	NO																		
		Summary					0%																		
		<p>Research shows that truancy and chronic absenteeism can be precursors to school drop-out, academic failure, and juvenile delinquency.</p> <p>According to the 2014 Performance Report, UHCS had a chronic absenteeism rate of 11%, which was above average (55th percentile) for schools with similar demographics but lags in comparison (18th percentile) when compared to schools across the state.</p> <p>Finally, tardiness impacts not only time in school but nutrition. While the school provides a free/reduced breakfast program for which 83% of students are eligible, only 63% of students eat breakfast daily (at home or at school)</p> <p>Parent focus groups also cited poor parent participation at PTO and parent nights as a key indicator of poor family engagement.</p>																							
<div><div>Absenteeism</div><p>The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.</p><table><thead><tr><th>Absences</th><th>Percent Absent</th></tr></thead><tbody><tr><td>0 Absences</td><td>5</td></tr><tr><td>1-5 Absences</td><td>32</td></tr><tr><td>6-10 Absences</td><td>30</td></tr><tr><td>11-15 Absences</td><td>15</td></tr><tr><td>15+ Absences</td><td>18</td></tr></tbody></table></div>						Absences	Percent Absent	0 Absences	5	1-5 Absences	32	6-10 Absences	30	11-15 Absences	15	15+ Absences	18								
Absences	Percent Absent																								
0 Absences	5																								
1-5 Absences	32																								
6-10 Absences	30																								
11-15 Absences	15																								
15+ Absences	18																								

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																		
Professional Development	The New Teacher Project Insight Survey, Internal Survey	<p>UHCS has participated for four years in the Instructional Culture Survey conducted by The New Teacher Project. Strong growth has been noted in professional development, with score increasing from 6.5 to 7.4:</p> <p style="text-align: right;">Spring 2014 Fall 2014</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Professional Development</th><th style="text-align: right;">6.5</th><th style="text-align: right;">7.4</th></tr> </thead> <tbody> <tr> <td style="border-top: 1px solid black;">My school is committed to improving my instructional practice. (*Index)</td><td style="text-align: right; border-top: 1px solid black;">43%</td><td style="text-align: right; border-top: 1px solid black;">67%</td></tr> <tr> <td>Professional development opportunities at my school are well planned and facilitated.</td><td style="text-align: right;">43%</td><td style="text-align: right;">64%</td></tr> <tr> <td>Professional development opportunities at my school include demonstrations (either live or in video) of what effective teaching looks like in practice.</td><td style="text-align: right;">57%</td><td style="text-align: right;">83%</td></tr> <tr> <td>In the past six months, I have practiced teaching techniques in a professional development setting outside my own classroom.</td><td style="text-align: right;">64%</td><td style="text-align: right;">67%</td></tr> <tr> <td>In the past six months, I have learned new skills that I was able to immediately use in my own classroom.</td><td style="text-align: right;">71%</td><td style="text-align: right;">75%</td></tr> </tbody> </table> <p>Similarly, strong growth has been noted in observation and feedback, with score increasing from 6.3 to 7.5:</p>	Professional Development	6.5	7.4	My school is committed to improving my instructional practice. (*Index)	43%	67%	Professional development opportunities at my school are well planned and facilitated.	43%	64%	Professional development opportunities at my school include demonstrations (either live or in video) of what effective teaching looks like in practice.	57%	83%	In the past six months, I have practiced teaching techniques in a professional development setting outside my own classroom.	64%	67%	In the past six months, I have learned new skills that I was able to immediately use in my own classroom.	71%	75%
Professional Development	6.5	7.4																		
My school is committed to improving my instructional practice. (*Index)	43%	67%																		
Professional development opportunities at my school are well planned and facilitated.	43%	64%																		
Professional development opportunities at my school include demonstrations (either live or in video) of what effective teaching looks like in practice.	57%	83%																		
In the past six months, I have practiced teaching techniques in a professional development setting outside my own classroom.	64%	67%																		
In the past six months, I have learned new skills that I was able to immediately use in my own classroom.	71%	75%																		

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
		Observation and Feedback	6.3	7.5
		I get enough feedback on my instructional practice.	79%	75%
		The feedback I get from being observed helps me improve student outcomes.	79%	67%
		Short observations reported per teacher (<=15 mins) -Median	5.50	8.00
		Long observations reported per teacher (> 15 mins) -Median	2.00	2.00
		I regularly discuss instructional plans and get feedback from the person who evaluates me.	21%	67%
		Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice.	79%	75%
		When I get feedback after an observation, I receive support to implement those changes (i.e. someone models suggestions for me, I have time to practice outside of class).	36%	58%
		My observer consistently follows up to see how successfully I am implementing feedback from our last observation.	36%	58%
Homeless	N/A	Currently students who are homeless do not represent a statistically significant group and are not reported separately.		
Students with Disabilities	N/A	Historically students with disabilities did not represent a statistically significant group and were not reported separately. However, as our students with disabilities population has grown, we believe this year we will get separate data. . (see results under Economically Disadvantaged)		
English Language Learners	N/A	Prior to this year English Language Learners did represent a statistically significant group and were not reported separately. This year for the first time we have a an ELL teacher and are conducting the ACCESS exam, with results to be determined this summer. (see results under Economically Disadvantaged)		

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																																																																																														
Economically Disadvantaged	NJASK	<div>Over 80% of our students are economically disadvantaged, so their results mirror the results of the entire school.</div> <div><div><div>NCLB Progress Targets - Language Arts Literacy</div><div>This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.</div><table><tr><th>Subgroups</th><th>Total Valid Scores</th><th>Pass Rate</th><th>Target</th><th>Met Target?</th></tr><tr><td>Schoolwide</td><td>210</td><td>49.5</td><td>61.9</td><td>NO</td></tr><tr><td>White</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Black</td><td>186</td><td>48.4</td><td>59.8</td><td>NO</td></tr><tr><td>Hispanic</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>American Indian</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Asian</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Two or More Races</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Students with Disability</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Limited English Proficient Students</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Economically Disadvantaged Students</td><td>195</td><td>50.7</td><td>60.7</td><td>NO</td></tr></table><div>YES* = Met Progress Target(Confidence Interval Applied) Data is presented for subgroups when the count is high enough under NCLB suppression rules.</div></div><div><div>NCLB Progress Targets - Math</div><div>This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.</div><table><tr><th>Subgroups</th><th>Total Valid Scores</th><th>Pass Rate</th><th>Target</th><th>Met Target?</th></tr><tr><td>Schoolwide</td><td>208</td><td>62</td><td>90</td><td>NO</td></tr><tr><td>White</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Black</td><td>184</td><td>60.8</td><td>90</td><td>NO</td></tr><tr><td>Hispanic</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>American Indian</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Asian</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Two or More Races</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Students with Disability</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Limited English Proficient Students</td><td>-</td><td>-</td><td></td><td>--</td></tr><tr><td>Economically Disadvantaged Students</td><td>193</td><td>63.2</td><td>90</td><td>NO</td></tr></table><div>YES* = Met Progress Target(Confidence Interval Applied) Data is presented for subgroups when the count is high enough under NCLB suppression rules.</div></div></div>	Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?	Schoolwide	210	49.5	61.9	NO	White	-	-		--	Black	186	48.4	59.8	NO	Hispanic	-	-		--	American Indian	-	-		--	Asian	-	-		--	Two or More Races	-	-		--	Students with Disability	-	-		--	Limited English Proficient Students	-	-		--	Economically Disadvantaged Students	195	50.7	60.7	NO	Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?	Schoolwide	208	62	90	NO	White	-	-		--	Black	184	60.8	90	NO	Hispanic	-	-		--	American Indian	-	-		--	Asian	-	-		--	Two or More Races	-	-		--	Students with Disability	-	-		--	Limited English Proficient Students	-	-		--	Economically Disadvantaged Students	193	63.2	90	NO
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?																																																																																																												
Schoolwide	210	49.5	61.9	NO																																																																																																												
White	-	-		--																																																																																																												
Black	186	48.4	59.8	NO																																																																																																												
Hispanic	-	-		--																																																																																																												
American Indian	-	-		--																																																																																																												
Asian	-	-		--																																																																																																												
Two or More Races	-	-		--																																																																																																												
Students with Disability	-	-		--																																																																																																												
Limited English Proficient Students	-	-		--																																																																																																												
Economically Disadvantaged Students	195	50.7	60.7	NO																																																																																																												
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?																																																																																																												
Schoolwide	208	62	90	NO																																																																																																												
White	-	-		--																																																																																																												
Black	184	60.8	90	NO																																																																																																												
Hispanic	-	-		--																																																																																																												
American Indian	-	-		--																																																																																																												
Asian	-	-		--																																																																																																												
Two or More Races	-	-		--																																																																																																												
Students with Disability	-	-		--																																																																																																												
Limited English Proficient Students	-	-		--																																																																																																												
Economically Disadvantaged Students	193	63.2	90	NO																																																																																																												

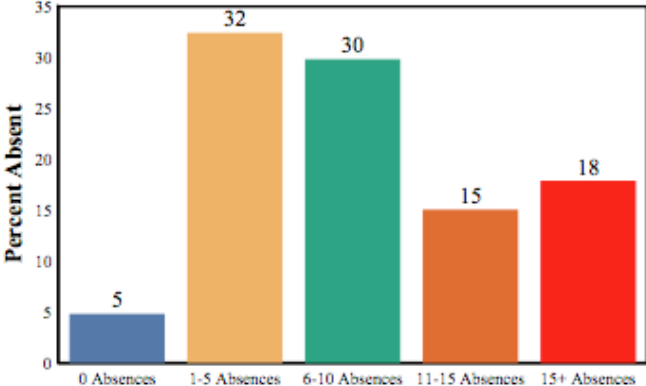
SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																		
School Climate and Culture	<p>The New Teacher Project Insight Survey</p> <p>Class Observations</p> <p>Climate Evaluation Rubrics</p>	<p>UHCS has participated for four years in the Instructional Culture Survey conducted by The New Teacher Project. Strong growth has been noted in learning environment, but more consistency is desired:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Learning Environment</th><th style="text-align: right; border-bottom: 1px solid black;">4.5</th><th style="text-align: right; border-bottom: 1px solid black;">6.9</th></tr> </thead> <tbody> <tr> <td>My school is a good place to teach and learn.</td><td style="text-align: right;">36%</td><td style="text-align: right;">55%</td></tr> <tr> <td>School leaders promote a safe and productive learning environment in my school.</td><td style="text-align: right;">36%</td><td style="text-align: right;">73%</td></tr> <tr> <td>Across my school, there are consistent expectations and consequences for student behavior.</td><td style="text-align: right;">14%</td><td style="text-align: right;">64%</td></tr> <tr> <td>School leaders consistently support me in addressing student misbehavior when I have exhausted my classroom consequences.</td><td style="text-align: right;">36%</td><td style="text-align: right;">55%</td></tr> <tr> <td>Teachers and leaders at my school immediately address student misbehavior in shared school spaces like hallways and the lunch room.</td><td style="text-align: right;">36%</td><td style="text-align: right;">55%</td></tr> </tbody> </table>	Learning Environment	4.5	6.9	My school is a good place to teach and learn.	36%	55%	School leaders promote a safe and productive learning environment in my school.	36%	73%	Across my school, there are consistent expectations and consequences for student behavior.	14%	64%	School leaders consistently support me in addressing student misbehavior when I have exhausted my classroom consequences.	36%	55%	Teachers and leaders at my school immediately address student misbehavior in shared school spaces like hallways and the lunch room.	36%	55%
Learning Environment	4.5	6.9																		
My school is a good place to teach and learn.	36%	55%																		
School leaders promote a safe and productive learning environment in my school.	36%	73%																		
Across my school, there are consistent expectations and consequences for student behavior.	14%	64%																		
School leaders consistently support me in addressing student misbehavior when I have exhausted my classroom consequences.	36%	55%																		
Teachers and leaders at my school immediately address student misbehavior in shared school spaces like hallways and the lunch room.	36%	55%																		
Leadership	Survey Rubric, Evaluations	Academic and cultural leadership is evaluated by staff every fall and spring, with the following scores (out of 4.0):																		

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																																																																																																																																																																																																																																																																											
		<table><tr><th></th><th>Spring 2009</th><th>Spring 2010</th><th>Spring 2011</th><th></th><th>Fall 2011</th><th>Spring 2012</th><th></th><th>Fall 2012</th><th>Spring 2013</th><th></th><th>Fall 2013</th><th>Spring 2014</th><th></th><th>Fall 2014</th><th>Spring 2015</th></tr><tr><td>Academic Leadership</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Sets clear, measurable goals</td><td>3.16</td><td>3.22</td><td>3.00</td><td></td><td>2.93</td><td>3.12</td><td></td><td>3.16</td><td>3.29</td><td></td><td>3.06</td><td>2.97</td><td></td><td>3.03</td><td>3.14</td></tr><tr><td>Provides specific, actionable feedback</td><td>3.11</td><td>3.39</td><td>2.91</td><td></td><td>2.86</td><td>3.00</td><td></td><td>3.08</td><td>3.05</td><td></td><td>3.08</td><td>2.99</td><td></td><td>2.82</td><td>3.08</td></tr><tr><td>Provides high-quality professional development</td><td>3.53</td><td>3.30</td><td>2.83</td><td></td><td>2.73</td><td>3.08</td><td></td><td>3.04</td><td>3.14</td><td></td><td>3.00</td><td>2.76</td><td></td><td>2.92</td><td>3.00</td></tr><tr><td>Creates an effective data-driven culture</td><td>3.32</td><td>3.52</td><td>2.87</td><td></td><td>3.21</td><td>3.28</td><td></td><td>3.35</td><td>3.43</td><td></td><td>3.19</td><td>3.08</td><td></td><td>3.15</td><td>3.18</td></tr><tr><td>Supports a strong special education program</td><td>2.79</td><td>2.96</td><td>2.22</td><td></td><td>2.54</td><td>2.92</td><td></td><td>2.80</td><td>2.97</td><td></td><td>2.92</td><td>2.72</td><td></td><td>2.81</td><td>2.90</td></tr><tr><td>Provides clear and timely evaluation</td><td>3.11</td><td>3.22</td><td>3.17</td><td></td><td>3.00</td><td>3.04</td><td></td><td>3.00</td><td>3.05</td><td></td><td>3.08</td><td>2.87</td><td></td><td>2.89</td><td>3.04</td></tr><tr><td>Average</td><td>3.17</td><td>3.27</td><td>2.83</td><td></td><td>2.88</td><td>3.07</td><td></td><td>3.07</td><td>3.16</td><td></td><td>3.05</td><td>2.90</td><td></td><td>2.94</td><td>3.06</td></tr><tr><td>Cultural Leadership</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Effectively communicates mission/values</td><td>3.74</td><td>3.61</td><td>3.48</td><td></td><td>3.21</td><td>3.20</td><td></td><td>3.42</td><td>3.36</td><td></td><td>3.27</td><td>3.21</td><td></td><td>3.15</td><td>3.29</td></tr><tr><td>Ensures a physically safe learning environment</td><td>3.42</td><td>3.43</td><td>3.39</td><td></td><td>2.96</td><td>3.32</td><td></td><td>3.27</td><td>3.20</td><td></td><td>3.15</td><td>2.94</td><td></td><td>3.11</td><td>3.12</td></tr><tr><td>Ensures emotionally safe learning environment</td><td>3.42</td><td>3.13</td><td>3.26</td><td></td><td>2.82</td><td>3.04</td><td></td><td>3.12</td><td>3.05</td><td></td><td>3.08</td><td>2.91</td><td></td><td>2.93</td><td>3.06</td></tr><tr><td>Ensures student conduct reflects REACH</td><td>3.21</td><td>3.30</td><td>3.09</td><td></td><td>2.68</td><td>2.64</td><td></td><td>2.86</td><td>2.95</td><td></td><td>2.90</td><td>2.74</td><td></td><td>2.84</td><td>3.08</td></tr><tr><td>Effectively communicates to parents</td><td>3.26</td><td>3.35</td><td>3.17</td><td></td><td>3.04</td><td>3.12</td><td></td><td>3.27</td><td>3.12</td><td></td><td>3.08</td><td>3.07</td><td></td><td>2.84</td><td>2.98</td></tr><tr><td>Ensures that academic success is celebrated</td><td>3.74</td><td>3.57</td><td>3.57</td><td></td><td>3.36</td><td>3.58</td><td></td><td>3.39</td><td>3.30</td><td></td><td>3.28</td><td>3.23</td><td></td><td>3.00</td><td>3.19</td></tr><tr><td>Builds a collaborative culture among staff</td><td>3.37</td><td>3.14</td><td>2.87</td><td></td><td>2.75</td><td>2.84</td><td></td><td>3.17</td><td>3.05</td><td></td><td>3.04</td><td>2.91</td><td></td><td>2.75</td><td>3.01</td></tr></table>													Spring 2009	Spring 2010	Spring 2011		Fall 2011	Spring 2012		Fall 2012	Spring 2013		Fall 2013	Spring 2014		Fall 2014	Spring 2015	Academic Leadership																Sets clear, measurable goals	3.16	3.22	3.00		2.93	3.12		3.16	3.29		3.06	2.97		3.03	3.14	Provides specific, actionable feedback	3.11	3.39	2.91		2.86	3.00		3.08	3.05		3.08	2.99		2.82	3.08	Provides high-quality professional development	3.53	3.30	2.83		2.73	3.08		3.04	3.14		3.00	2.76		2.92	3.00	Creates an effective data-driven culture	3.32	3.52	2.87		3.21	3.28		3.35	3.43		3.19	3.08		3.15	3.18	Supports a strong special education program	2.79	2.96	2.22		2.54	2.92		2.80	2.97		2.92	2.72		2.81	2.90	Provides clear and timely evaluation	3.11	3.22	3.17		3.00	3.04		3.00	3.05		3.08	2.87		2.89	3.04	Average	3.17	3.27	2.83		2.88	3.07		3.07	3.16		3.05	2.90		2.94	3.06	Cultural Leadership																Effectively communicates mission/values	3.74	3.61	3.48		3.21	3.20		3.42	3.36		3.27	3.21		3.15	3.29	Ensures a physically safe learning environment	3.42	3.43	3.39		2.96	3.32		3.27	3.20		3.15	2.94		3.11	3.12	Ensures emotionally safe learning environment	3.42	3.13	3.26		2.82	3.04		3.12	3.05		3.08	2.91		2.93	3.06	Ensures student conduct reflects REACH	3.21	3.30	3.09		2.68	2.64		2.86	2.95		2.90	2.74		2.84	3.08	Effectively communicates to parents	3.26	3.35	3.17		3.04	3.12		3.27	3.12		3.08	3.07		2.84	2.98	Ensures that academic success is celebrated	3.74	3.57	3.57		3.36	3.58		3.39	3.30		3.28	3.23		3.00	3.19	Builds a collaborative culture among staff	3.37	3.14	2.87		2.75	2.84		3.17	3.05		3.04	2.91		2.75	3.01
	Spring 2009	Spring 2010	Spring 2011		Fall 2011	Spring 2012		Fall 2012	Spring 2013		Fall 2013	Spring 2014		Fall 2014	Spring 2015																																																																																																																																																																																																																																																																														
Academic Leadership																																																																																																																																																																																																																																																																																													
Sets clear, measurable goals	3.16	3.22	3.00		2.93	3.12		3.16	3.29		3.06	2.97		3.03	3.14																																																																																																																																																																																																																																																																														
Provides specific, actionable feedback	3.11	3.39	2.91		2.86	3.00		3.08	3.05		3.08	2.99		2.82	3.08																																																																																																																																																																																																																																																																														
Provides high-quality professional development	3.53	3.30	2.83		2.73	3.08		3.04	3.14		3.00	2.76		2.92	3.00																																																																																																																																																																																																																																																																														
Creates an effective data-driven culture	3.32	3.52	2.87		3.21	3.28		3.35	3.43		3.19	3.08		3.15	3.18																																																																																																																																																																																																																																																																														
Supports a strong special education program	2.79	2.96	2.22		2.54	2.92		2.80	2.97		2.92	2.72		2.81	2.90																																																																																																																																																																																																																																																																														
Provides clear and timely evaluation	3.11	3.22	3.17		3.00	3.04		3.00	3.05		3.08	2.87		2.89	3.04																																																																																																																																																																																																																																																																														
Average	3.17	3.27	2.83		2.88	3.07		3.07	3.16		3.05	2.90		2.94	3.06																																																																																																																																																																																																																																																																														
Cultural Leadership																																																																																																																																																																																																																																																																																													
Effectively communicates mission/values	3.74	3.61	3.48		3.21	3.20		3.42	3.36		3.27	3.21		3.15	3.29																																																																																																																																																																																																																																																																														
Ensures a physically safe learning environment	3.42	3.43	3.39		2.96	3.32		3.27	3.20		3.15	2.94		3.11	3.12																																																																																																																																																																																																																																																																														
Ensures emotionally safe learning environment	3.42	3.13	3.26		2.82	3.04		3.12	3.05		3.08	2.91		2.93	3.06																																																																																																																																																																																																																																																																														
Ensures student conduct reflects REACH	3.21	3.30	3.09		2.68	2.64		2.86	2.95		2.90	2.74		2.84	3.08																																																																																																																																																																																																																																																																														
Effectively communicates to parents	3.26	3.35	3.17		3.04	3.12		3.27	3.12		3.08	3.07		2.84	2.98																																																																																																																																																																																																																																																																														
Ensures that academic success is celebrated	3.74	3.57	3.57		3.36	3.58		3.39	3.30		3.28	3.23		3.00	3.19																																																																																																																																																																																																																																																																														
Builds a collaborative culture among staff	3.37	3.14	2.87		2.75	2.84		3.17	3.05		3.04	2.91		2.75	3.01																																																																																																																																																																																																																																																																														
		As the school has grown, there has been some strain on academic and cultural leadership to keep up with size.																																																																																																																																																																																																																																																																																											
School Based Youth Services	Chronic Absenteeism Afterschool and Weekend Program Attendance Breakfast Participation	<table><tr><th>College and Career Readiness Indicators</th><th>School Performance</th><th>Peer Rank (Percentile)</th><th>Statewide Rank (Percentile)</th><th>Statewide Target</th><th>Met Target?</th></tr><tr><td>Chronic Absenteeism (%)</td><td>11%</td><td>55</td><td>18</td><td>6%</td><td>NO</td></tr><tr><td>Summary</td><td></td><td></td><td></td><td></td><td>0%</td></tr></table>						College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?	Chronic Absenteeism (%)	11%	55	18	6%	NO	Summary					0%																																																																																																																																																																																																																																																																				
College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?																																																																																																																																																																																																																																																																																								
Chronic Absenteeism (%)	11%	55	18	6%	NO																																																																																																																																																																																																																																																																																								
Summary					0%																																																																																																																																																																																																																																																																																								

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)												
	Survey Child Study Team Data Counseling Data Discipline Data	<p>Research shows that truancy and chronic absenteeism can be precursors to school drop-out, academic failure, and juvenile delinquency.</p> <p>According to the 2014 Performance Report, UHCS had a chronic absenteeism rate of 11%, which was above average (55th percentile) for schools with similar demographics but lags in comparison (18th percentile) when compared to schools across the state.</p> <p>Finally, tardiness impacts not only time in school but nutrition. While the school provides a free/reduced breakfast program for which 83% of students are eligible, only 63% of students eat breakfast daily (at home or at school)</p> <p>Parent focus groups also cited poor parent participation at PTO and parent nights as a key indicator of poor family engagement.</p> <div><div>Absenteeism</div><p>The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.</p><table><thead><tr><th>Absences</th><th>Percent Absent</th></tr></thead><tbody><tr><td>0 Absences</td><td>5</td></tr><tr><td>1-5 Absences</td><td>32</td></tr><tr><td>6-10 Absences</td><td>30</td></tr><tr><td>11-15 Absences</td><td>15</td></tr><tr><td>15+ Absences</td><td>18</td></tr></tbody></table></div>	Absences	Percent Absent	0 Absences	5	1-5 Absences	32	6-10 Absences	30	11-15 Absences	15	15+ Absences	18
Absences	Percent Absent													
0 Absences	5													
1-5 Absences	32													
6-10 Absences	30													
11-15 Absences	15													
15+ Absences	18													

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its needs assessment?

University Heights Charter School is a data-driven school. We constantly collect data, both from internal and external sources. Internally, we use classroom observations, assessment data, and surveys of parents, teachers, and students. Externally, we have worked with outside consultants to also conduct surveys of teachers, staff, and students, conduct externally scored formative and summative assessments, and use state assessment results.

2. What process did the school use to collect and compile data for student subgroups?

University Heights Charter School is a very small school with only 625 students. For the last year of reported data, there was only 550 students. The student population is remarkably not diverse, being 85% low income and 90% African American. As a result, all other subgroups are too small to be statistically significant.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? ¹

Internally, we use classroom observations, assessment data, and surveys of parents, teachers, and students. Externally, we have worked with outside consultants to also conduct surveys of teachers, staff, and students, conduct externally scored formative and summative assessments, and use state assessment results. By comparing internal results with the statistically validated external results, we ensure all the data is valid and reliable.

¹ Definitions taken from Understanding Research Methods” by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

4. **What did the data analysis reveal regarding classroom instruction?** From 2009-2010 to 2012-2013, classroom instruction, and therefore student performance, improved dramatically. However, in 2013-2014 and in 2014-2015 the school took a step back due to the demands of growing size, a more diverse population, and more challenging students in upper grades.
5. **What did the data analysis reveal regarding professional development implemented in the previous year(s)?**

In our Insight survey, teachers noted solid perception of the school's commitment to professional development:

	Spring 2014	Fall 2014
Professional Development	6.5	7.4
My school is committed to improving my instructional practice. (*Index)	43%	67%
Professional development opportunities at my school are well planned and facilitated.	43%	64%
Professional development opportunities at my school include demonstrations (either live or in video) of what effective teaching looks like in practice.	57%	83%
In the past six months, I have practiced teaching techniques in a professional development setting outside my own classroom.	64%	67%
In the past six months, I have learned new skills that I was able to immediately use in my own classroom.	71%	75%

Above all, teachers report the need for more time for professional development, more differentiation especially for more experienced teachers, and more opportunities to learn new skills.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

6. How does the school identify educationally at-risk students in a timely manner?

Historically, most students have entered the school at kindergarten. To facilitate this transition, we have expanded into preschool to earlier identify at-risk students. This has provided an opportunity to begin early assessment of strengths' and challenge areas. During the school year, students are identified at risk by teachers, assessment data, or parent referrals. Staff have weekly meetings to track student progress and make identifications as necessary.

7. How does the school provide effective interventions to educationally at-risk students?

Interventions start with differentiation in the general education classroom based on regular assessment results. More at-risk students are referred to 504 or Child Study Team to evaluate and implement individual education plans. To support that, we provide social work, behaviorist, nursing, speech, occupational therapy, and special education instructional services. The last comes in a number of formats, including in-class support, out-of-class resource, and self-contained. We also offer afterschool and Saturday tutoring to at-risk students.

8. How does the school address the needs of migrant students?

We have not had any students identified as migrant.

9. How does the school address the needs of homeless students?

We have not had any students identified as homeless.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

UHCS monitors student progress in an organized manner school-wide through student homework binders, which builds a stronger home-school connection and a school culture of accountability. UHCS already has in place a robust, externally validated set of student achievement measures as described earlier in the plan. This includes the NJ ASK and TerraNova summative assessments as well as the Achievement Network and STEP/STAR quarterly interim assessments. Teachers write Data Action Plans after each interim assessment, thereby creating data driven instruction. The school will also employ internal unit assessments and projects rubrics to track student academic progress as this plan is implemented. Teachers play a critical part in the design of the interim assessments for each grade level.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? Our new preschool is housed in the same building as our kindergarten, and our new middle school is housed directly across the street from our elementary school. Teachers regularly meet and communicate to higher grades, facilitating transition, and students participate in move-up days. This year we had grade 8 for the first time, and a high school placement counselor supported students in the transition to high school.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The school looked at all available data to select the priority problems and root causes for 2015-2016 school wide plan. Given challenges and incomplete implementation in 2014-2015, it decided to keep the same priority problems and work on them a second year, albeit with some changes.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

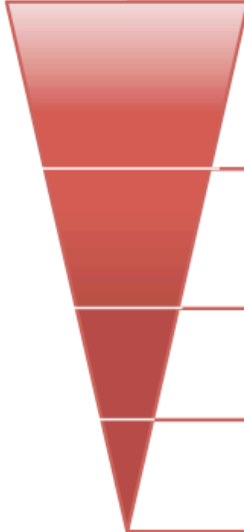
Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1																				
Name of priority problem	Wide range of performance in mathematics																				
Describe the priority problem using at least two data sources	<p>This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Mathematics assessment over the prior four years. 2012-2013 saw a dip in performance of about 20% versus the previous year, and this declined further in 2013-2014. This was consistent with findings on internal benchmark assessment and portfolio assessments. As a result, we have a wide range of performance among students.</p> <table><thead><tr><th>Year</th><th>Advanced Proficient (%)</th><th>Proficient (%)</th><th>Partially Proficient (%)</th></tr></thead><tbody><tr><td>2010-11</td><td>29</td><td>64</td><td>7</td></tr><tr><td>2011-12</td><td>28</td><td>61</td><td>11</td></tr><tr><td>2012-13</td><td>9</td><td>59</td><td>31</td></tr><tr><td>2013-14</td><td>11</td><td>51</td><td>38</td></tr></tbody></table>	Year	Advanced Proficient (%)	Proficient (%)	Partially Proficient (%)	2010-11	29	64	7	2011-12	28	61	11	2012-13	9	59	31	2013-14	11	51	38
Year	Advanced Proficient (%)	Proficient (%)	Partially Proficient (%)																		
2010-11	29	64	7																		
2011-12	28	61	11																		
2012-13	9	59	31																		
2013-14	11	51	38																		

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Describe the root causes of the problem	<p>Currently all students receive roughly the same amount instruction with the same lesson at the same time. This lack of differentiation in instructional time and instructional content means poor performing students are left behind and advanced students are not challenged enough.</p> <p>In 2013-2014 and 2014-2015, UHCS adopted the New Classrooms Teach-to-One blended learning model to address the wide range of student performance. This model leverages teachers' skills and the power of technology to truly personalize instruction and get the right lesson to the right student at the right time. Teach-to One is part of the NJ Depart of Education <i>innovateNJ</i> program, which includes innovative programs and projects that are happening within New Jersey schools and districts with the support of the New Jersey Department of Education. See http://www.state.nj.us/education/innovateNJ/initiatives/</p> <p>This program had mixed results in 2013-2014 due to initial challenges in implementation, so we made adjustments and tried to more effectively implement in 2014-2015. However, by December 2014 it was clear the program was not working with our student primarily due to challenges with student management and focus in the open lab environment. The midyear results showed a slight decline in student performance, instead of student growth, so we have decided not to continue the program in 2015-2016 and return to a more traditional classroom model supplemented by technology based instruction.</p>
Subgroups or populations addressed	All
Related content area missed	Mathematics Common Core
Name of scientifically research based intervention to address priority problems	The school is in the progress of hiring a math curriculum consultant to help us identify research-based interventions to implement in 2015-2016. This will include a Deep dive into efficacy of internal assessments including ANET, weekly assessments, Engage NY, and other available models found at other high-performing schools (North Star Academy Success Academies, UP Academy)
How does the intervention align with the Common Core State Standards?	All the models that will be implemented will be common-core aligned, assuming NJ continues to implement Common Core State Standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

	#2
Name of priority problem	Absenteeism and tardiness
Describe the priority problem using at least two data sources	<p>Poor attendance manifests in several ways:</p> <ul style="list-style-type: none"> • High chronic absenteeism (11%) as measured by the 2014 NJ School Performance Report • Incomplete attendance at afterschool and weekend remediation programs • Tardiness impacts the number of students who participate in free breakfast program because they arrive too late.
Describe the root causes of the problem	A small group of students represent a large percentage of the attendance issues both for regular and extended school day activities. Attempts to address the issue through counseling sessions have indicated a wide range of reasons, including poor planning, lack of commitment to full school attendance, and other priorities.
Subgroups addressed	This issue impacts the entire population.
Related content area missed	Poor attendance and tardiness impacts all content areas.
Name of scientifically research based intervention to address priority problems	<p>According to Railsback, J. & Laboratory, N. R. E. (2004) Increasing student attendance: Strategies from research and practice, (Northwest Regional Educational Laboratory), there is a continuum of efforts intended to increase attendance: prevention, followed by early, targeted, and legal interventions. The inverted pyramid of below signifies that prevention targets the most students and legal intervention is needed in only most egregious cases:</p> <div style="border: 1px solid red; padding: 10px; margin-top: 10px;">  <p>PREVENTION: Establish sound and reasonable attendance policies to set clear standards and high expectations for students; create a positive school climate; increase engagement and personalization with students and families through family involvement; create a culturally responsive environment; educate parents about the risk factors for youth absenteeism and truancy, including gang involvement, violence and other anti-social behaviors; create smaller learning community structures, mentoring, and student advisory programs.</p> <p>EARLY INTERVENTION: Reduce barriers to attendance, especially in elementary school. If attendance is hampered by families needing medical attention, for example, consider arranging for a health professional in school. Increase monitoring of attendance and inform parents about the importance of attendance when students begin to show absenteeism patterns.</p> <p>TARGETED INTERVENTION: Design school-and community-based interventions for chronically absent students, such as individualized instruction, increasing family involvement, incentives for attendance, and assigning adult and peer mentors to work with youth who are showing absenteeism patterns.</p> <p>LEGAL INTERVENTION: Use courts for families or older students who do not respond to other intervention forms. Some court-based truancy interventions have been successful, but punishment can further deter children from coming to school.</p> </div>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

How does the intervention align with the Common Core State Standards?

Select strategies from the following sources are listed in the chart below:

- Colorado Foundation for Families & Children(2002). Youth out of school: Linking absence to delinquency. Denver, CO
- Epstein, J. L. & Sheldon, S. B. (2002) Present and accounted for: Improving student attendance through family and community involvement. The Journal of Educational Research, 95(5), 308-318
- Sundius, J. & Farneth, M. (2008) An Epidemic of Absence: How Can We Get Kids To School? Open-Society Institute.

ENGAGE AND COLLABORATE WITH DIVERSE STAKEHOLDERS

- Engage an array of stakeholders, such as schools, law enforcement, youth organizations, libraries, and social services. Collaboration helps to pool resources and allows for more community input.
- Involve families in planning and implementing interventions to develop mutual trust. Educate students, parents/guardians, business and community leaders, and other citizens about their responsibility to get children to school each day.
- Make attendance a community priority; communicate that this is not about blaming schools or families but about galvanizing the resources of the entire community to ensure all students have the chance to succeed.

DESIGN AND IMPLEMENT MULTI-MODAL STRATEGIES

- Target the underlying contributors to a child's absence (e.g., provide bus passes if transportation is a barrier).
- Provide a continuum of supports that include academic, behavioral, family, and health components.
- Use a staged approach that gets progressively more individualized (e.g., letter, phone call, home visit).
- Educate families of chronically absent students about the importance of attending school through personalized phone calls and letters.
- Include rewards for improved attendance and consequences for non-attendance. Consequences should keep students in school (e.g., in-school rather than out-of-school suspensions).

UHCS will retain a second dean to support implementation of these strategies across the entire grade span PreK-8.'

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

	#3
Name of priority problem	Lack of small group instruction for struggling students.
Describe the priority problem using at least two data sources	Historically our students have come to kindergarten below grade level. This is evidenced by the fact that 59% perform below reading level on the STEP assessment and that standards based report cards indicate lack of mastery on many PreK skills for Kindergarten students. We also have a number of students who join us in grades 3-8 who are also behind grade level, as indicated by NJASK and internal assessments.
Describe the root causes of the problem	Lack of literacy at home and poor preparation at preschools or previous schools,. This requires a lot small group and one-on-one attention that a single teacher cannot affect in the classroom.
Populations addressed	Kindergarten, grade 3-8 students.
Related content area missed	All content areas are affected, especially literacy
Name of scientifically research based intervention to address priority problems	<p>Multiple research studies have proved the impact of paraprofessionals on improving student achievement, especially for students at-risk, including:</p> <ul style="list-style-type: none"> • “Do Teacher-Aides Improve Student Performance? Lessons from Project STAR.” John Folger and Carolyn Breda. Paper presented at the American Educational Research Association, 1990. Later published in the Peabody Journal of Education. This paper unpacks the issues involved in linking student performance to the presence of paraprofessionals. Focusing on students from low-socioeconomic families, the authors found that in first grade, the presence of dedicated aides was associated with higher achievement than in the control group. • “The Teacher Aide Puzzle: Student Achievement Issues. An Exploratory Study.” C.M. Achilles et al. Paper presented at the Mid-South Educational Research Association, 1993. Analysis indicated that classes with paraprofessionals often are the best for retained students, even better than classes with small class size. • “Partners in Reading: Using Classroom Assistants to Provide Tutorial Assistance to Struggling First-Grade Readers.” Journal of Education for Students Placed at Risk (JESPAR), Vol. 8, No. 3, pp. 333-349 (July 2003). This program was use din North Carolina elementary schools or first grade students. At the end of both first and second grade, students tutored by aides had scores comparable to those of students tutored by Reading Recovery Teachers, and significantly better than those in the control group. • Special Strategies for Educating Disadvantaged Children. Sam Stringfield, et al Washington DC: US Department of Education, 1997. This report focused on identifying strategies to improve achievement in Title I students. The analysis found that three programs were associated with improved achievement used paraprofessionals as tutors.
How does the intervention align with the Common Core State Standards?	Paraprofessional support instruction in all Common Core State Standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Sonday System	Jessica Urban	Growth in reading levels	
Math	Students with Disabilities	Study Island	Jessica Urban	Progress on Study Island	
ELA	Homeless*				
Math	Homeless*				
ELA	Migrant*				
Math	Migrant*				
ELA	ELLs*	Interventions to be determined through Title III Consortium			
Math	ELLs*				
ELA	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			
Math	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			

**Population either too small to be statistically significant or non-existent.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	n/a			
Math	Students with Disabilities	n/a			
ELA	Homeless*				
Math	Homeless*				
ELA	Migrant*				
Math	Migrant*				
ELA	ELLs*				
Math	ELLs*				
ELA	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			
Math	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			

****Population either too small to be statistically significant or non-existent.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	n/a			
Math	Students with Disabilities	n/a			
ELA	Homeless*				
Math	Homeless*				
ELA	Migrant*				
Math	Migrant*				
ELA	ELLs*				
Math	ELLs*				
ELA	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			
Math	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			

***Population either too small to be statistically significant or non-existent.**

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

- 1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?** The executive director will lead evaluation of school-wide programs in 2014, working internally.
- 2. What barriers or challenges does the school anticipate during the implementation process?** Working with outside partners always presents challenges too coordination and fit with school culture.
- 3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** The school has already conducted an extensive planning process which has improved buy-in from teachers, staff, administrators, parents, and community members, and will continue to use meetings, communications, and focus-groups to improve buy-in.
- 4. What measurement tool(s) will the school use to gauge the perceptions of the staff?** UHCS conducts biannual –internal surveys as well as biannual external surveys of staff to gauge perceptions.
- 5. What measurement tool(s) will the school use to gauge the perceptions of the community?** UHCS will conduct biannual surveys as well as monthly focus groups to gauge perceptions of the community.
- 6. How will the school structure interventions?** Interventions will be embedded throughout the school day through paraprofessionals, Teach-to-One blended learning, mental health therapy, and work by the deans.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

7. **How frequently will students receive instructional interventions?** Daily through all the interventions being implemented.
8. **What resources/ technologies will the school use to support the schoolwide program?** The Teach to One program in particular relies on one-to-one laptop technology in our new blended learning lab.
9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Multiple measures will be used to measure the effectiveness of interventions, including PAARC, STEP, STAR, TerraNova, and Achievement Network academic results. Rates of attendance, tardiness, suspension, and retention, and survey results of staff, parents, and students.
10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?** Results will be posted on the bulletin board, our website, and in memos. It will be presented at parent nights throughout the year.

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	n/a			
Math	Students with Disabilities	n/a			
ELA	Homeless*				
Math	Homeless*				
ELA	Migrant*				
Math	Migrant*				
ELA	ELLs*				
Math	ELLs*				
ELA	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			
Math	Economically Disadvantaged	We are a schoolwide program so with over 85% low income students so we will not implement any separate interventions for economically disadvantaged students.			

****Use an asterisk to denote new programs.***

2015-2016 Family and Community Engagement Narrative

- 1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?** We are looking to host a series of seminars to provide parents with the tools necessary to assist their children in the learning process. These seminars will empower the parents with a series of tools and resources. We look to provide information for both socialization and academic growth.

The school will hire a second dean, who will be able to help the school reach out to parents on attendance and engagement.

Based on parent feedback, the school will also implement a formal volunteer program, including a class parent role, and structured parent volunteer opportunities such as classroom assistant, library support, and other area with the expectation that all parent participate in some way.
- 2. How will the school engage parents in the development of the written parent involvement policy?** The school will present the requirements of the parent involvement and collaborate with parents to draft the parent involvement policy. This will assure that it reflects effective methods to maximize parent involvement.
- 3. How will the school distribute its written parent involvement policy?** The parent involvement policy will be sent home with every student. It will also be publicized on our school website and discussed at back-to-school nights.
- 4. How will the school engage parents in the development of the school-parent compact?** The school will present sample compact and ask parents input to suit our needs and culture. We will also explain to parents the need to align the compact with the parent involvement policy.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

- 5. How will the school ensure that parents receive and review the school-parent compact?** The school-parent compact will be distributed to every parent and posted on our website
- 6. How will the school report its student achievement data to families and the community?** All of our achievement will be posted on our website, on bulletin boards in the school, and sent home in memos. We will acknowledge our achievement at our monthly parent university nights.
- 7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?** We do not have Title III funding.
- 8. How will the school inform families and the community of the school's disaggregated assessment results?** We will present at back to school night, send home in flyers, post on website
- 9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?** The school will conduct ongoing parent meetings. We will ask parents for their ideas at the meetings and will proceed to incorporate the input from family and community in the Schoolwide Plan. The Schoolwide plan will then be presented to all the stakeholders before final submission.
- 10. How will the school inform families about the academic achievement of their child/children?** We will continue to use report cards, progress reports, parent conferences, and phone calls
- 11. On what specific strategies will the school use its 2013-2014 parent involvement funds?**

UHCS will use Title I funds to support a Dean which will address attendance and engagement issues, including:

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

- Colorado Foundation for Families & Children(2002). Youth out of school: Linking absence to delinquency. Denver, CO
- Epstein, J. L. & Sheldon, S. B. (2002) Present and accounted for: Improving student attendance through family and community involvement. The Journal of Educational Research, 95(5), 308-318
- Sundius, J. & Farneth, M. (2008) An Epidemic of Absence: How Can We Get Kids To School? Open-Society Institute.
-

ENGAGE AND COLLABORATE WITH DIVERSE STAKEHOLDERS

- Engage an array of stakeholders, such as schools, law enforcement, youth organizations, libraries, and social services. Collaboration helps to pool resources and allows for more community input.
- Involve families in planning and implementing interventions to develop mutual trust. Educate students, parents/guardians, business and community leaders, and other citizens about their responsibility to get children to school each day.
- Make attendance a community priority; communicate that this is not about blaming schools or families but about galvanizing the resources of the entire community to ensure all students have the chance to succeed.

DESIGN AND IMPLEMENT MULTI-MODAL STRATEGIES

- Target the underlying contributors to a child's absence (e.g., provide bus passes if transportation is a barrier).
- Provide a continuum of supports that include academic, behavioral, family, and health components.
- Use a staged approach that gets progressively more individualized (e.g., letter, phone call, home visit).
- Educate families of chronically absent students about the importance of attending school through personalized phone calls and letters.
- Include rewards for improved attendance and consequences for non-attendance. Consequences should keep students in school (e.g., in-school rather than out-of-school suspensions).

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	55/55	<p>Once teachers are hired we provide extensive support and professional development. In early elementary school, classes are taught by co-teachers whose strengths and expertise complement each other and provide a more comprehensive, differentiated education to students. Grade-level teams meet weekly for professional development and implement initiatives to address challenges they identify. There are also content specific cross-grade teams for Combined Language Arts and Social Studies (CLASS), Science/Technology/Engineering/ Mathematics (STEM), and the co-curriculars (Spanish, music, technology, and physical education) which work to align curriculum school wide.</p> <p>The school pairs more experienced teachers with newer teachers to support constant professional development through peer coaching for both members. Newer teachers benefit from the wisdom and experience of veteran educators. In turn, newer teachers challenge veterans with the new ideas and new energy they bring from their training. This model also ensures no rookie teacher is placed in a classroom alone, mitigating the risk of a poor career start due to lack of support.</p>
	100%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	17/17	We provide 2 weeks of professional development before the school year begins, and ongoing professional development during the year which paraprofessionals attend along with teachers.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>UHCS spends significant resources attracting and hiring the most highly qualified and certified teachers available. Over 1000 applicants vied for 15 teacher openings this past year. Each year staff plan a recruitment strategy that is board approved by December. Positions are posted in January on several hiring websites through our online application system. Staff attend numerous university and career fairs in New York and New Jersey, including Columbia Teachers College, Rutgers University, Paterson University, Georgian Court, Seton Hall University, Montclair University, and Kean University. University Heights Charter School also works with Teach for America to attract high quality candidates.</p> <p>Interviewing begins in February, much earlier than most schools. It is a thorough multi-step process that included a phone screen, demonstration lesson, interview, and reference check. Each step is supported by forms developed with the New Teacher Project to assure candidates has the profile that most matches our model.</p> <p>Once teachers are hired we provide extensive support and professional development. In early elementary school, classes are taught by co-teachers whose strengths and expertise complement each other and provide a more comprehensive, differentiated education to students. Grade-level teams meet weekly for professional development and implement initiatives to address challenges they identify. There are also content specific cross-grade teams for Combined Language Arts and Social Studies (CLASS), Science/Technology/Engineering/ Mathematics (STEM), and the co-curricular (Spanish, music, technology, and physical education) which work to align curriculum school wide.</p> <p>The school pairs more experienced teachers with newer teachers to support constant professional development through peer coaching for both members. Newer teachers benefit from the wisdom and experience of veteran educators. In turn, newer teachers challenge veterans with the new ideas and new energy they bring from their training. This model also ensures no rookie teacher is placed in a classroom alone, mitigating the risk of a poor career start due to lack of support.</p>	<p>Executive Director Principals</p>